

Summarised inspection findings

Mayfield Primary School

North Ayrshire Council

4 December 2018

Key contextual information

Mayfield Primary School is non-denominational primary school serving the community of Saltcoats. Currently the school has a role of 199 children across P1 to P7 and 49 children aged three and four years old within the Early Years class. The accommodation is 12 years old and offers a range of facilities to support children in their learning. In addition, the school's outdoor space provides children with a stimulating learning environment. This includes a large polytunnel, complete with sprinkler system, in which pupils grow fruit and vegetables. There is a tree area for imaginative play, an apple orchard and raised beds for the planting of flowers and shrubs.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The school's vision of delivering high quality learning for all children in a safe, secure and supportive learning environment is based on an explicit set of values: Teamwork; Respect; Achievement; Inclusion and Equity; Nurture(TRAIN). The aims reflect well the school's commitment to promoting a positive school ethos, relationships based on mutual respect and the developing the wellbeing of children. The wellbeing indicators and school values are displayed prominently across the school. These, and the use of restorative practice, are reinforced in the school's approaches to resolving difficulties through assemblies and the Pupil Circle Assemblies. Securing Rights Respecting School status at Silver Award, class charters and the Right of the Fortnight helps children reference these values to their everyday lives. The school's statements on the vision, values and aims were agreed in partnership with all stakeholders in 2016. There is scope now to link them more explicitly to the key drivers of the National Improvement Framework and the local authority improvement objectives. This would connect clearly the national priorities of excellence, equity and inclusion with practices within the school and set the context for improvement priorities.
- Collectively staff understand the school's local context very well and use this to influence their practice. The school engages well with its local community and a range of partners. Joint initiatives, some of which are supported through Pupil Equity Funding (PEF), are improving outcomes for children.
- The recently appointed headteacher, and the experienced and highly effective depute headteacher support and challenge staff across the school in planning for continuous improvement. Parents, partners and staff express confidence in the leadership of the headteacher and senior staff. Under the direction of the leadership team, they are sustaining a strong development culture based on collegiality. Staff feel valued members of the school community. They welcome the opportunities which they have to undertake leadership

responsibilities. Staff across the school understand their leadership roles and display a collective responsibility in refining and developing practices.

- In planning for improvement, there are well-established and effective quality assurance arrangements in place. Senior leaders collate a wide range of data on children's progress and attainment. Information gathered effectively informs professional discussions with staff to reflect on and improve practice. Over time staff, through surveys with parents, focus groups and summary points gathered through collegiate meetings, have built up a picture of the wider aspects of school life which inform the school's direction of travel. Children share their views with senior leaders and other staff as part of planned learning conversations. Further opportunities for children's voice to be heard exist in the school's circle assemblies and through Thinking Teams. There is scope to continue to develop this further with children increasing their role in the school's decision making processes. We discussed with the school the need to ensure that information gathered through the quality assurance processes is clear. Senior leaders should now ensure that they continue to build a robust evidence base on an ongoing way over the course of the year. There is a need to continue to gauge the effectiveness of practices and the impact of interventions. This will help to ensure that the benefits of previous actions are sustained with no loss of momentum.
- Existing school practices support a collegiate approach to planning. Staff work collaboratively within the school and in the learning cluster to share and develop practice. All teachers and support staff assume lead roles in coordinating aspects of school life. Professional learning is further supported through North Ayrshire Council Professional Learning Academy which is leading to improvements in children's learning. The commitment to collegiate learning is a major strength of the school. Developing leadership opportunities features as part of the annual professional review and development process (PRD), with staff being encouraged to take forward areas in which they have a particular interest or expertise. The PRD process is in line with local authority guidance and the General Teaching Council for Scotland professional standards. Staff are positive about the opportunities which they have to coordinate, consolidate and take forward the school's improvement agenda. The school benefits from strong partnership working based on a shared understanding of the needs of the school community and takes account of the school's demographic. This collegiate approach is ensuring that change is sustainable.
- Staff across the school, teaching and non-teaching, are positive role models. They reflect well the school's values. They are reflective and are committed to refining their practice. They are outward looking and engage well with professional agencies as well as the local community in a number of joint ventures to support children and promote equity. The school has recently sought the views of parents on the allocation of the Pupil Equity Funding, the school's Promoting Positive Behaviour Policy, and homework survey. The school also adopts a 'You said, We did' approach in responding to views expressed by parents. This session, the school intends to consult with parents on aspects of the curriculum. PEF is deployed effectively to offer targeted support to identified groups of children. This includes additionally within the school's breakfast club to develop targeted aspects of wellbeing. Extended nurture provision across all stages and strategies to increase motivation and engagement have also been funded to assist children in their learning. The school also places a strong emphasis on developing home-school partnerships and family learning which is further supported with the appointment of additional personnel.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- In all classes, the ethos is positive, nurturing and promotes a purposeful and motivating learning environment. Relationships between almost all children and staff are positive across the school community. This helps to create an environment where almost all children are motivated and engaged in their learning. The school's Rights Respecting Schools status, linked to the United Nations Charter for Children's Rights (UNCRC), helps to shape and underpin the everyday language of learning with staff and children. Staff and pupil groups create a number of purposeful displays around the school that link to the school's vision, values and aims and current curricular focuses. As a result, pupils talk articulately and proudly of their work and achievements. They are well-mannered, reflect the school's values both in class and in the playground. Of note, is their ability to highlight key aspects of what makes learning meaningful and motivational at Mayfield Primary. Children's ability to link their rights to everyday contexts of learning helps to shape the calm and purposeful ethos around the school.
- In most classes, children experience challenge and appropriate pace in their learning. Targeted groups of children who can cope with extra challenge in their learning also work with support staff. This ensures that these children maintain momentum in the levels of challenge that they require. Staff are aware of the need to differentiate learning further to help to ensure that learning is matched well to the needs of all learners. Almost all children understand the relevance and purpose of their learning. In almost all classes, children experience more creative approaches to learning which provide a balance of independent and teacher directed learning. This is a strength in engaging children in their learning.
- In almost all classes, children engage in learning conversations which involve setting their own targets in conversation with their teacher. This is an effective feature of learning at all stages. In most classes, there are opportunities for children to work with the class teacher to design success criteria so that they can measure the success of their learning. As a further extension to setting out learning intentions and success criteria, teachers use 'this is because' prompts. This is effective in helping to frame the context and relevance of children's learning more clearly. In the most effective examples children are involved in creating these and articulating what they need to do to succeed in lessons.
- Almost all children have opportunities to lead aspects of learning in class activities. More widely, there is a wealth of opportunities for children to become involved in leading further aspects of learning and whole school projects and initiatives. For example, the whole school 'thinking teams' lead and direct aspects of development work across the school community. The school has gained its 'digital schools award' status. Almost all teachers are adept at using electronic whiteboards interactively in their teaching. Staff work collegiately to support each other in creating highly effective use of information and communications technology (ICT) which has a clear impact in enhancing children's participation and engagement in learning

activities. Of note are the ways in which staff engage targeted groups of less motivated learners through the planned use of ICT to keep them fully involved and engaged in tasks and activities.

- Overall, the quality of teaching is very good. Teachers are keen to share innovative approaches with each other. They plan together across year groups so that support and challenge is rigorous across the Curriculum for Excellence levels and stages. This means that planned assessment approaches are robust and help to set clear pathways for children's learning through the stages and Curriculum for Excellence levels.
- Almost all teachers plan highly effective approaches to teaching and checking for learning and understanding. They plan learning that is matched appropriately to the needs of all children. Almost all children are supported and challenged in a variety of motivating and relevant contexts. Moving forward, staff should ensure that they continue to model the use of written and verbal language to ensure accuracy of technical points around feedback.
- Across the school, children have a variety of opportunities to become involved with in school and out of school wider achievements to develop a wide range of skills. Children speak positively about taking part in whole school 'thinking teams' events and projects, sporting competitions and initiatives and house group activities. Staff rigorously monitor participation in these activities and they are planning to build in a monitoring of the associated skills being developed through engagement in these activities.
- Staff work well with their partner schools in the cluster, and sometimes more widely, to provide feedback on teaching and learning and to engage in moderation of the standards expected on achievement of a level. Staff should continue to build on this approach to moderation to ensure that all three stages of moderation are fully developed. Increased opportunities to engage in moderation activities more widely will help staff to develop a wider national picture of standards and expectations.
- Staff work very effectively with stage partners to ensure expectations across the stage are appropriate, and that planned learning typifies national expectations of the Curriculum for Excellence levels. Staff work very effectively to link on-going assessment information to planned learning and teaching. This is complemented with a range of assessment tools. There are highly robust processes in place for staff to check the progress and monitor children's attainment through Curriculum for Excellence levels. Senior leaders should continue to work with teachers in streamlining the wealth of information collated to support and challenge children through the stages of their learning. The senior leadership team members meet regularly with teachers to discuss individual children's progress, review and set targets and plan targeted interventions for children. As a result, strategies and interventions agreed are clear and well documented.

2.2 Curriculum: Learning pathways

- Staff recently reviewed the curriculum rationale to reflect the needs of the school and its community. As part of this exercise children's health and wellbeing and the development of the skills of literacy, numeracy became central to addressing the school's local context. Learning is planned across the four contexts, it reflects well the experiences and outcomes and the design principles of Curriculum for Excellence. Children have access to a wide range of out of class learning with wider school activities being supported by visiting specialists.
- In planning the curriculum, teachers introduced a framework linked to the experiences and outcomes in literacy, mathematics, health and wellbeing and ICT. Work is ongoing in the other curriculum areas to ensure that these remain relevant. Contexts have been agreed to support interdisciplinary learning; most of which are structured around a Scottish focus. Increasing the focus on skills will support children in applying their learning to different contexts.
- Priority areas for development are highlighted within the school's improvement plan. Staff recognise their shared responsibility and are assuming key roles in taking forward these developments. For example through collaboration with the North Ayrshire Council Professional Learning Academy, approaches to learning are being developed. Within the school's improvement plan, steps have been identified to develop the use of visible learning and increase the use of assistive technologies.
- Outdoor learning, including work with specific targeted groups, is providing children with meaningful opportunities to work with others and is developing children's understanding of their local environment, sustainability and the eco agenda. The school makes good use of its outdoor space and, through partnerships with the local community, is providing added breadth to children's learning.
- Within the school's Thinking Teams all children, P4 to P7, serve as a member of one of ten focus groups, for example digital learning, Eco, sustainability and Fairtrade. Senior leaders and staff must ensure that within these activities, there is an appropriate level of challenge for all learners.
- The school should continue to keep under review the arrangements for religious education and religious observance to ensure that it complies with national guidance.
- Staff at all stages plan for children to experience their entitlement to modern language learning. This is evident at all stages and is a prominent feature around the school in wall displays and pupil work. Children are very enthusiastic to show the skills that they have developed in a modern language – especially in listening and talking. Moving forward, staff should continue, as planned, to embed experiences in modern language learning through aspects of the everyday curricular focuses of the class. This will allow children to identify more connections in their learning, and their wider curricular activities.
- Opportunities to deepen learning through aspects of ICT is a strength of the school. Learning through ICT is also successful in engaging children who cannot access fully aspects of the curriculum. As a result, this allows almost all children to remain focused, motivated and curious about learning.
- The range of opportunities across the school develop children's skills for learning, life and work well. Staff are aware of the need to extend skills development more explicitly through everyday

learning activities. Importantly, teachers have begun to look at ways of planning and embedding the development of skills and careers education across the curriculum, using key national guidance.

2.7 Partnerships: Impact on learners – parental engagement

- The school is welcoming in its approach. Overall parents are positive in their view of the school. Parents are actively encouraged to share in their child's learning and in the wider aspects of the life of the school. Across all stages parents are encouraged to share an experience of their child's learning in class, with the lesson focus changing each term. For example, writing is the current context being shared with parents.
- The school communicates effectively with parents using a range of methods including monthly newsletters and publicity in the local media. Class blogs and the school's website informs parents of school events and showcases children's learning. Staff are developing resources which are uploaded to the school's ICT network to support children in their learning at home. Weekly positive texts and postcards are sent to parents to keep them informed of their child's successes or improvements. The school also adopts a 'You said, We did' approach in responding to views expressed by parents. This session, the school intends to consult with parents on aspects of the curriculum.
- In line with local authority guidance, the school reports to parents on children's progress in literacy and English, numeracy and mathematics, health and wellbeing and skills across the curriculum. Within the reports and in meeting with parents, teachers highlight children's next steps and individual learning goals.
- Additional support for parents is available where appropriate within the school and through home link partnerships. Personal circumstances are taken into account to ensure that no children are being disadvantaged and all have full access to the range of school opportunities. The school plans to introduce more opportunities for parental engagement including activities linked closely to their child's learning.
- The school benefits from a highly supportive Parent Council. Fundraising activities are providing children with additional resources and learning opportunities. Children's learning is further enhanced with the support of parents in accompanying school trips and out of class learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school places a high priority on the wellbeing of children, their families and staff. Children's wellbeing underpins the curriculum and approaches by staff to ensure that all children achieve success. Relationships are very positive and a supportive ethos permeates the life and work of the school. Children are happy, very proud of their school and their involvement in it as a community. They feel supported to achieve and know who to approach if there are any difficulties. Planning learning and interventions is child focused and takes account of meeting children's needs and interests. The "R to learn" approach is used by different staff who feel it important to get this right for children. They have introduced strategies to support children with this such as the breakfast club. Staff take a holistic approach towards removing barriers to learning that a child may experience. In doing so, they make effective use of a range of resources and external agencies that support the school meet children's needs.
- Children in focus groups can describe a wide range of learning in health and wellbeing. They can talk about ways they can keep themselves safe when online, and how the school keeps them safe. They have a good understanding of different food groups and the need for a balanced diet. They take on leadership roles to promote healthy eating to their peers through their Thinking Teams. They can describe their rights, how these are linked to the wellbeing indicators, and ways that the school ensures their rights are being upheld. They have developed skills in Cardiopulmonary Resuscitation (CPR) through the Heart Start Training, and know how and when to use the defibrillator that is in school. Children can discuss the risks of smoking and how peer pressure might influence their decisions and how to deal with these situations.
- The school has a strong partnership with external agencies who support children with mental and emotional wellbeing. Children talk about having accessed visiting agencies to help them with personal problems and how this had supported them making sense of this and to move forward from it. Partners also support the delivery of the curriculum for mental and emotional wellbeing throughout the year.
- The school is strongly committed to engaging more children in sport and physical activity. In recognition of this, they recently received their second Gold Sport Scotland award. Effective links to community clubs are successful in having a few children participating in clubs out with school. Children can talk about the importance of physical activity to them as individuals. They can describe a range of approaches in the school that influenced their involvement in sport.
- Rights education features across the life and work of the school. The Rights Respecting Schools Silver level award underpins most of the school's work. Children across the school recognise the importance of this to their lives and the lives of others. Children across the school participate in a health and wellbeing target setting process. They set their own targets

and review their progress over a period of time. Targets are meaningful and the process is well understood. This is one of many processes in place that inform staff about children's needs, enabling them to access appropriate support if and when necessary. Children with specific needs may access the nurture room or support from additional adults and external agencies for appropriate periods of time. Regular focused discussions explore any issues or barriers that affect children and discussions take place to establish what barriers are affecting an individual children's wellbeing. Getting it right for every child is understood by staff. Staff 'aim to get it right for every child in a caring and nurturing environment'. Children have a very good awareness of wellbeing indicators and their rights, and these are very prominent around the school. Teachers are viewed by children as role models for a healthy lifestyle.

- Senior leaders understand their roles and responsibilities in relation to statutory duties. Policies take account of Stage Intervention guidance from North Ayrshire Council. Monitoring arrangements by senior leaders rigorously support children with barriers to their learning in their progress through the school. Their progress and interventions continue to be monitored closely as the school transition to the local authority systems. We discussed with the school areas to improve the planning process to reflect more effectively the processes taking place across the school. This includes ensuring that plans reflect high quality language, with a central recording of interventions highlighting impact on children's progress and attendance.
- All staff place a high priority in understanding the barriers to learning that children may have. They attend Career-Long Professional Learning sessions and personal research to enhance their universal planned learning for all children. For example, each class teacher undertook a detailed analysis of each child's within their class' attitude to learning survey results which they used to improve their teaching. Staff have a wide ranging knowledge of children's needs and strategies that make them feel valued, included and help them access learning. The strategic analysis of children's needs, led by senior leaders, is understood by staff and leads to well-targeted support which is closely monitored.
- The school celebrates diversity well and children feel included and very proud of their school. Staff and children are well placed to continue to build on the many strengths and challenge further possible issues of discrimination out with their immediate school community.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Overall attainment in literacy and numeracy

- Overall, the evidence provided by the school shows almost all children are achieving appropriate Curriculum for Excellence levels in listening and talking, reading writing and numeracy at early, first and second levels. Evidence provided by the school shows that most children in last session's P1 achieved early level and most children at P4 and P7 achieved appropriate Curriculum for Excellence levels by the end of the school year.
- Teacher professional judgements across most Curriculum for Excellence levels are accurate. Almost all staff have taken part in planned cluster moderation in aspects of literacy. Continued participation in moderation activity will continue to develop and improve staff confidence and the accuracy of the professional judgements. Over time, staff should continue to seek opportunities to engage in moderation activity more widely in order to develop an ongoing understanding of applying national standards and expectations across all areas of the curriculum.
- Staff use data from the Scottish National Standardised Assessments, to contribute to their overall teacher professional judgement as part of a range of assessments. Teachers' judgements of a Curriculum for Excellence level are increasingly robust as a result of the high levels of collegiate working and planning within the school, as well as the high profile given to moderation activities. As a result, this is providing a reliable platform to ensure that children receive appropriate levels of challenge and support in their learning. This also ensures that children are guided appropriately and monitored through curriculum pathways that are well designed to suit their individual needs.
- For children with additional barriers to the learning, the evidence provided by the school shows that almost all are attaining appropriate to their individual level of needs. This data also shows that overall, children from different socio-economic groups are attaining very well.

Literacy and English

- Overall attainment in literacy is very good. Most children are making very good progress in listening and talking and in reading. The majority of children are on track to achieve appropriate Curriculum for Excellence levels in writing at early and second levels, staff track and monitor closely targeted children who require additional support in order to progress their writing skills. Most children are on track to achieve the appropriate level in writing at first level. The schools robust approaches to tracking and monitoring the attainment and progress of children with additional support needs, means that they have appropriate targets and support in place to make expected progress.

Reading

- Overall, children's attainment in reading is very good. Almost all children across the school enjoy reading in class and for pleasure. They have opportunities to make personal choices about what they like to read. The school has designed accessible ways for all children to develop their higher order reading skills. For example, 'Bloom's fans' are widely available around the 'learning wall' areas in classrooms. The school has introduced a wider range of reading material and approaches, which are improving children's comprehension skills and understanding of grammar across the stages. Commendably, staff are increasingly seeking ways to make good use of ICT based reading materials to ensure that all learners are making appropriate progress in reading, and that they remain interested and engaged.
- At the early level, almost all children are learning to identify common words, and use their knowledge of sounds and letters to read words. They are using pictures and some other creative approaches to help understand simple texts. By the end of first level, almost all children are reading fluently a wide range of texts. They demonstrate expression when reading, and are confident in understanding features of different types of texts. By the end of second level, almost all children understand the purpose of a text and the main ideas and teachers design planned opportunities for children to apply techniques from a variety of texts they have read, into aspects of their writing.

Writing

- Overall, children's attainment in writing is good. Children have opportunities to write for a range of purposes across the curriculum at the upper stages. P7 children enjoyed their recent opportunity to write a 'getting to know each other' letter to their new class teacher, which stemmed from an initial reading stimulus on this topic. There is some scope to provide further challenge in these tasks in order to challenge learners at this stage of second level. By the end of second level at P7, the majority of children can write more extended pieces of writing for a range of purposes with good grammatical accuracy and a variety of literary techniques.
- At the early level, most children can use a pencil with increasing confidence and control and the majority can form lowercase letters legibly. Most children attempt to spell words correctly. Support staff at the early level worked on some creative approaches to engage individual and groups of children in letter formation. At first level, most children can start sentences in a variety of ways to engage the reader and can spell most commonly used words correctly. This is helped by a number of the 'tools' available on classroom 'learning walls', which children can access easily. At second level, most children can link sentences using a range of conjunctions. They can write more extended pieces for different purposes and with good accuracy, using a range of literary techniques that they have acquired from various stimuli provided by their class teacher.

Listening and talking

- Attainment in listening and talking is very good. There are planned opportunities for targeted groups of children to demonstrate their ability in these skills which stretch beyond expected levels. Almost all children are making progress at the expected Curriculum for Excellence level in listening and talking. Across the school, almost all children speak confidently and articulately about their learning. There is a clear focus on teaching listening and talking skills across the school which extends to opportunities for children to build their confidence in this area of literacy beyond the work of the classroom. For example, this includes leading aspects of the whole-school 'thinking teams' and opportunities to gain house points.
- At the early level, teachers are building in planned routines to improve concentration and engagement. These are successful in encouraging almost all children to develop their skills

well to listen and take turns. Most children working at the first level are able to listen and respond appropriately to aural information. At second level, most children can make oral presentations showing an awareness of different communication techniques including eye contact, and pace. As a result of the school's Rights Respecting Schools status, as well as the commitment to demonstrate the vision and values through the everyday life of the school, almost all children are aware of other children's rights to express their thoughts and feelings.

Attainment in numeracy and mathematics

- Overall attainment is very good in numeracy and mathematics.

Number, money and measurement

- At early level, most children can count forwards to 20 and are beginning to recognise numerals to ten. At first level, most children can identify the value of digits in a whole number and are confident in many aspects of adding and subtracting. Most children can recognise numbers before and after and can multiply whole numbers by ten and 100. They are confident at comparing the size of fractions and placing them in order. At the second level, most children show confidence in many aspects of number, money and measurement. They use a range of strategies to add, subtract and multiply whole numbers. They can identify and explain clearly the strategy they have used. Children can compare costs and determine affordability within a given budget. They can read and record time in both 12 hour and 24 hour notation. They can calculate simple percentages of a quantity and are beginning to use this knowledge to solve problems in everyday contexts.

Shape, position and movement

- Most children across the school can recognise and describe common 2D and 3D objects. At first level, almost all children are confident with compass directions, with the majority able to identify eight compass points. At second level, almost all children know a range of angles and can use mathematical language such as acute, obtuse, straight and reflex to identify and describe angles within shapes in the environment. They can convert between centimetres and metres and litres and millilitres.

Information handling

- Most children across the school have developed an understanding of data sets including charts and bar graphs. At first level, almost all children are beginning to develop their understanding of how to collect, organise and display data. At the second level, almost all children show an understanding of how to collect, organise and display a range of data accurately in a variety of ways, including through the use of digital technologies. They are learning to interpret and draw conclusions successfully.

Attainment over time

- The school has effectively raised attainment in almost all aspects of literacy and numeracy over the last three years. Along with teacher judgement of achievement of a level, staff use standardised and diagnostic assessment data to identify areas of improvement and are successfully addressing areas for improvement that this data highlights.
- Teachers are employing a variety of interventions to raise attainment in literacy and numeracy. Support staff and support for learning teachers are carefully deployed to support children who require additional challenge or support in maximising their potential to be successful.
- The senior leadership team has correctly identified that attainment in writing at early and second levels has not been as positive as other areas. The wealth of data included in the school's tracking and monitoring system ensures that staff know exactly which children require

additional support in writing at these levels and what current interventions are in place and being monitored to support them. The regular attainment update conversations between class teachers and senior leaders detail the progress of individual children. If necessary, staff review and agree changes to previous interventions for support, in order to meet the needs of targeted children at each attainment update at regular intervals.

- Overall, the school has raised attainment over the past three years and staff are continuing to address areas of attainment which require further improvement. An increased focus in staff working collegiately to understand moderation of planning for learning and assessment at the various Curriculum for Excellence levels, is helping to improve this further.
- Senior leaders and teaching staff track and monitor data over time and this is very effective in helping to meet the needs of all learners. A range of data is gathered on reading, writing, listening and talking and numeracy from a range of assessment sources. Continue as planned to streamline how this data is gathered and monitored, so that all key staff can easily access information to support and monitor the progress of children. This will also help teachers to monitor the effectiveness of interventions for targeted groups of children.

Overall quality of learners' achievements

- There are a range of opportunities within the school for children to develop the four capacities and contexts of Curriculum for Excellence. This includes house captains, whole school working groups and a range of opportunities to become involved in sports. Many of these activities are led and managed by the children. Opportunities for children to lead aspects of the wider life and work of the school and to voice their opinions for change and improvement, is a key strength in this school community.
- Staff currently capture children's wider achievements and interests. There is a need to develop this further and ensure children are aware of the skills they are developing from wider achievement experiences. This should include achievements both within and out with school.

Equity for all learners

- Staff have a very clear understanding of the socio-economic background of all children and their families, and they work and plan very effectively to provide appropriate interventions to address individual children's needs. The school sought the views of parents, children and staff on how best to use their PEF to help close the poverty-related attainment gap.
- Additional staffing has been funded by PEF to improve attainment. Initiatives are at an early stage of development, and whilst they are being received positively, it is too early to evaluate impact. Staff are working very effectively to plan learning together as a school community, in order to make positive progress in removing barriers to learning and ensuring equity for all. Senior leaders, partners and staff demonstrate a clear understanding of different factors that can affect equity in the local community. Commendably, staff routinely put in place new activities tailored to the individual needs and interests of children to ensure that they do not have barriers in accessing wider achievement opportunities.
- Staff should continue to ensure equity for all learners in planning learning, teaching and associated assessment. This will help to ensure that all children are appropriately challenged in their learning.

Choice of QI: 1.2 Leadership of Learning

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

- All staff work well together and take collegiate responsibility for improvements within the school. There is evidence of all staff taking on leadership roles which focus on leading learning. The relationships which exist within the school foster collective responsibility and mutual support. Staff are committed to the school and to improving outcomes for learners. Their collegiate learning is demonstrated through regular professional dialogue, debate, peer observations and planning. Staff use their understanding of the demands and challenges facing children to influence their practice. Teachers are encouraged to share practice and are supported in professional learning.
- Staff are committed to engaging with meaningful career long professional learning linked to their own professional development and the school's improvement agenda. Staff are confident in discussing how they have improved their practice as a result of their professional learning activities. Staff work well together and have a shared understanding of standards in literacy and numeracy.
- The school has a planned programme in place that supports collegiate working. Staff receive their entitlement to professional learning and are encouraged to assume leadership responsibilities. Staff learn with and from each other in school, with colleagues across sectors and with partner agencies.
- Learner's views and ideas are valued. Learners are provided with opportunities to take on leadership roles in class and across the school. They show confidence and enjoyment in participating in 'Thinking Teams' and as 'House Captains' They are aware of the contribution these initiatives have within school. Children are encouraged to set targets in their learning and to evaluate their progress against these.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

| | |
|-------------------------|---------------|
| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.